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ABSTRACT

A Head Start training program director designed a practicum to provide a short-term, cost-effective training program for community child care providers interested in earning the Child Development Associate (CDA) credential. In addition, a training-of-trainers component was developed for program supervisors interested in serving as advisors to practitioners working in their programs. Developed were a three-credit college-based course for practitioners and a simultaneous one-credit college-based course for supervisor/advisors, based on the CDA competency assessment system. Concrete, experiential activities, within a collaborative, socially interactive context were designed to enable transfer of learning to participants' work settings. Evaluation data indicated that practicum outcomes were positive. All participants reported that they had applied newly acquired knowledge in their work site. A high percentage of participating practitioners earned their CDA credential within 3 months after the training program, and a high percentage of the supervisor/advisors successfully assisted their candidates in becoming credentialled. Related materials are appended. (RH)

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Development of a College-Based CDA Training Program for Interested Community Practitioners and Supervisors

by

Rosalyn Lenhoff

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NOVA UNIVERSITY

Development Of A College-Based CDA Training Program For Interested Community Practitioners And Supervisors

by

Rosalyn Lenhoff

Cluster 21

A Practicum II Report Presented to the Ed.D. Program

in Early and Middle Childhood

in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1988

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: Joan D. Bernstein

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9/7/88

Date

This practicum report was submitted by Rosalyn Lenhoff under the direction of the adviser listed below. It was submitted to the Ed. D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

Sept. 14, 1988

Date of Final Approval of Report

Dr. Wanda Slayton

Dr. Wanda Slayton: Adviser

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ABSTRACT

Development of a College-Based CDA Training Program for Interested Community Practitioners and Supervisors. Lenhoff, Rosalyn, 1988: Practicum Report, Nova University, Ed.D. Program in Early and Middle Childhood. Descriptors: Training/ Staff Development/ Leadership Training/ Supervisory Training/ Child Development Associate Training/ Adult Learning/ Adult Educators/ Early Childhood Education

This practicum was designed to provide a short-term, cost-effective training program for community child care providers interested in earning the Child Development Associate credential. In addition, a training-of-trainers component was developed for program supervisors interested in serving as Advisors to practitioners working in their programs.

The writer developed a three-credit college-based course for practitioners and a simultaneous one-credit college based course for supervisory/Advisors, based on the CDA competency assessment system. The 'vertical' teaming of both practitioner and supervisor in systemic training was an integral component. Concrete, experiential activities, within an collaborative socially interactive context, were designed to enable transfer of learning to the work setting.

The results of the practicum were positive. All participants reported increased learnings applied to their work site. A high percentage of the practitioners earned their CDA credential within three months subsequent to the training program, and a high percentage of the supervisor/Advisors successfully assisted their candidates' achievement of the CDA credential. Plans to continue this training program have been implemented at the college. A request from a nearby community college for help in duplicating the training model is in process.

CHAPTER I

INTRODUCTION

Description of Program and Community

In 1971, the Administration of Children, Youth and Families (ACYF) gathered together professionals in early childhood education and related fields for the purpose of improving and maintaining high quality services to young children. The result was the Child Development Associate (CDA) national program for assessing the performance of child care personnel and for recognizing the demonstration of competency with the award of a credential. At the same time, a federally funded training effort was initiated to assist candidates in gaining the knowledge and behaviors deemed important for the attainment of the CDA competencies.

While CDA assessment and credentialing is administered by the National Association for the Education of Young Children (NAEYC), training is provided locally by hundreds of different institutions across the country. Training formats vary depending on local considerations.

In the writer's area, there have been two college based programs, funded by ACYF to serve the training needs of all Head Start programs in the state. The author is the program director for the college program located in the northern geographical area of the state, which provides training for twenty-two diverse community Head Start programs. This portion of the state is heavily populated, and although urban in nature, includes suburban and rural areas.

Author's Work Setting and Role

All persons in the training program must be currently employed as practitioners in Head Start programs, and, in fact, average five years' employment. To a great extent, they represent the poor and educationally disenfranchised. Since it is the hiring practice to offer employment opportunities to community residents, many are parents of current or former children in the program, and reflect the lower socio-economic backgrounds of eligible Head Start families. They are primarily women in their mid-thirties, with little or no previous college experience. A high school diploma or General Education Diploma (GED) is generally the highest educational attainment and is the basic eligibility requirement for participation in the training program.

As project director, there are numerous responsibilities. The grant proposal is written annually, after conferring with the program specialist at the ACYF office, the executive director of the grantee program and the chairperson at the state college. It is necessary as a liaison, to reconcile the varying requirements and constraints of the three parties to the agreement. In conjunction with the chairperson at the state college, the project director administers the grant through interaction with the registrar, financial aid director, accounting personnel and other department faculty members.

In conjunction with the grantee director, several meetings per year of the northern region of the state CDA Community Advisory Board are planned and implemented. The board includes directors and coordinators from each Head Start program in that area, in addition to representatives from the regional office and the local college. These meetings give advice and consent to the on-going process of the training program.

The project employs three additional part-time advisors, whom the director recruits, hires and is responsible for replacing in the event someone leaves the project. They are given support and technical assistance as they work with a cluster of trainees in a weekly seminar session and a bi-monthly field visit

at each trainee's work site. The director also works with her own cluster of trainees in a similar pattern of seminars and field visits.

The national CDA office refers all local CDA inquiries to the project director, who attempts to respond as fully and appropriately as possible, with counsel and referral of resources.

Although accountable to a variety of persons, the project director's role functions with a great deal of autonomy. As long as fiscal considerations are possible, initiation of new ideas and attempts to apply creative strategies are encouraged. This will be the writer's tenth year in this position. Previous experience of the writer includes teacher training in several local colleges, director of a child care center, public school teacher for kindergarten and a mixed primary of kindergarten, first and second grade; and nursery school teacher/administrator.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

There seems to be a growing need for qualified teachers of young children, indicating a teacher shortage (Whitebook, 1986) as well as a need for staff training (Logue, Eheart & Leavitt, 1986). This increasing demand and growth in child care services reflects dramatic changes occurring in the American family life.

At the same time, poor compensation and a high turnover rate in the child care field lead to a continual need to attract and retain new personnel. The present reality is that the majority of teachers in the field of early childhood education have had no preservice education at all (Katz, 1984). As a result, inservice training responsibilities to improve the skills of those already working have increased significantly.

One way of meeting this need to train, assess and recognize competent caregivers is with the CDA program. Initiated and funded by the federal government, it primarily serves the low-income community situations.

However, as the CDA Credential becomes increasingly known and accepted, there is a broad based increase in enthusiasm and interest expressed for this non-traditional and innovative route to professional recognition. Since CDA assessment and credentialing procedures are national, community inquiries regarding training procedures and possibilities are received in Washington, DC. With the wide variety of training program formats developed across the country, the national office refers all inquiries to the existing training programs in the geographical location of the request.

The problem is that community inquiries from child care personnel regarding CDA training in the state are frustrated by the lack of resources available for non-federally-funded practitioners. The writer is also frustrated, since an informal expectation has been to give some kind of help in response to these inquiries.

Existing college-based CDA training programs in the state are all federally funded for income-eligible personnel. Caregivers in private, non-federally funded centers, as well as directors, call and request CDA training for themselves and/or for personnel working in their programs. In response to inquiries, this writer attempts to clarify the CDA process via the telephone and suggests reading materials which might be of some help. However, the CDA training, assessment and credentialing process sounds overwhelming to the novice, and the idea is frequently dropped when direct support services are not available.

The requirement that an early childhood professional, an advisor, serves as a resource during the training and assessment process seems to add an additional problem to the inquiry. Many directors request help in becoming an advisor for their own staff members, indicating the program leadership lacks confidence and the skills necessary to provide this training.

Briefly stated then, the problem is that there is no training program available for community professional persons wanting to attain their CDA credential, and for potential advisors who desire training in how to be a 'trainer' for their staff.

Problem Documentation

In order to determine the broader significance of this problem, the writer held several teleconferences with colleagues in other colleges in the state to determine the scope of their program offerings. They reported their existing programs were all federally funded and were only available to a

specific population of income eligible personnel. Several further reported increased community requests for training programs, but that they had not developed any open enrollment program at this time.

To further explore the community need, an exploratory letter was developed and mailed to a select group of private child care programs (see Appendix A). The purpose was to solicit feedback regarding interest in the college offering of a CDA training program for practitioners, and/or a 'training of trainers' program for CDA advisors. With sixty letters sent out, sixteen were returned with multiple signatures. Tentative interest in participating was indicated by twenty-five practitioners and thirteen supervisory personnel. This was considered significant enough to continue exploring a training effort possibility.

An exploratory meeting with the chairperson of the college department revealed an awareness of and responsiveness to child care community requests. The chairperson further communicated a positive interest in pursuing this offering to the professional community.

Causative Analysis

There seem to be several causes of this problem. The first is cost of training. CDA efforts have been almost entirely funded by federal money. All existing local programs are funded by specific agencies for specific personnel; such as Head Start. These funded programs also include the services of the college trainer as advisor in the CDA assessment process.

Another cause is the non-traditional nature of the CDA training model in the traditional ecology of the academic college. The CDA program is innovative and unique in its stress on behavioral competencies as observed in the classroom and documented in a portfolio. Since the goal is competence in specific functional areas, training is focused on the attainment of these competencies, and ideally is individualized and flexibly scheduled. Consequently some persons will request assessment after the minimum twelve week training period, while others may take a year or more for the same achievement.

The traditional educational institutions with their structures of academic credits leading to a degree, are quite different. In fact, the CDA credential by-passes the existing higher educational and credentialing channels, by promoting recognition of a new competency-based professional credential. Although viewed by some as preparing a paraprofessional technician rather than a professional teacher (Berk & Berson, 1981), others view the cooperative, credit-granting relationship with colleges as a commendable innovative effort in the profession (Peters, Yenchko & Sutton, 1981). This difference of approach has generated debate and contributed to some reluctance from proponents of established educational practice.

A third cause of the problem is the unique qualities of the adult learner and limited knowledge of adult development. Sutton & Peters (1983) discuss the influences of life events on the adult learner in a changing social environment, describing the complex stresses on the adult as person and as teacher, including the 'off-time' and 'out-of-sequence' aspects of their personal and professional development.

A final cause of the problem is the limited training requirements and expectations for the role of supervisor in early childhood centers. Even the role of the group teacher includes responsibility for training and supervision of the second adult in the classroom, yet good teaching techniques do not necessarily imply good supervisory techniques (Hegland, 1984). Competent teachers are often promoted to supervisory positions without a clear understanding of the complexity of their new role, and without any continuing support for gaining the knowledge and skills needed in their new supervisory position.

The Related Literature

The literature addresses the various issues of staff training and development, the unique qualities of the adult learner, the nontraditional student in the traditional academic setting, and the specific role of the training supervisor. The writer has attempted in this paper to synthesize these various issues in order

to address the stated problem of innovating an appropriate CDA training program for the general professional community.

Wood & Thompson (1980) call the 1980's the decade of staff development, and indeed the educational literature contains a large number of reports on 'successful' staff development programs (Burch & Danley, 1978; Joyce & Showers, 1980; Kelley & Dillon 1978). There seems to be general acknowledgement of the critical need to provide continuing opportunities for improving skills, whether the setting be in child care, public schools, institutions of higher education or private industry. Indeed, the entire field of adult learning has grown dramatically, from individual courses to total programs of inservice education in almost every kind of institution and agency, including business, industry, government, health, professional, religious and volunteer.

In higher education specifically, colleges and universities are also changing dramatically. Established originally for the purpose of serving teenage youth, they have increasingly become institutions serving adult learners. Right now, adults over the age of 25 account for nearly half of the total population of college students, and enrollment in non-credit courses on campus is already dominated by adults ("Learning for tomorrow", 1987).

Fundamental to this is knowledge about the adult learner.Understanding the special learning styles and stages of adults' development maximizes the integration of their learning. The issue then becomes one of delineating the content, strategies and delivery system which are most effective in facilitating adult learning.

Knowles (1984) describes the art of helping adults to learn as 'andragogy'. Some of his basic underlying assumptions are abundantly found in the research literature on adult learning (Wood & Thompson, 1980; Daloisio & Firestone, 1983; McLaughlin & Marsh, 1978).

Adults become increasingly self-directing as they move from dependency to independence and assertiveness. They want to be the origins of their own learning, responsible for the selection of the

learning content, and a participant in making decisions about themselves. Therefore, adult educators need to devise strategies for helping adults become more self-directed.

This further assumes that the most potent incentives are intrinsic, and although external motivators are acknowledged, the major thrust is self-esteem, satisfaction of accomplishment, recognition and need to develop as a person. Sergiovanni (1975) also reports that feelings of ownership and influence are factors in increasing the importance and meaning of one's work, which in turn, leads to improved effort, performance and commitment to one's job.

Another assumption is that adults come to any learning experience with a wide range of previous experiences, knowledge, skills, interests and competence. There are several implications of this for inservice training. The need for individualization is even greater for adults than it is for children, and can be supported by providing choices and alternatives that accommodate these differences.

Adults can also be a rich resource for one another and a learning climate of collaborativeness and sharing may make use of their experiences. Understanding that valuing adults' experiences translates into a valuing of the person as well, becomes the source of increasing an adult's self-identity (Knowles, 1984).

Another assumption is that adults become ready to learn when they experience a need to know or do something. They learn something that is considered realistic, useful and relevant to their personal and professional life situation (Knowles, 1984; Bolster, 1985). This implies the need to focus on job related tasks that the learner considers real and important.

Vander Ven (1986) describes the related issue of 'theory into practice', which increasingly recognizes that both knowledge and experience are necessary for informed practice. It is important that the practitioner be able to identify and articulate the theory in its applied use. However, there is frequently a gap between what one espouses to be practicing and what is actually found in the application of the theory.

Wood & Thompson (1980) report two additional pieces of information on adult learning. First, they claim a higher proportion of adults than formerly thought may be operating at what Piaget calls the

concrete operational stage rather than the formal operations stage of intellectual development. This implies the need for direct, concrete, experiential learning, with opportunities for the learners to practice what they have learned in simulated and real work settings.

Their second key finding suggests that adults prefer to learn in informal learning situation where social interaction can take place among the learners. This implies the learners may learn better from each other in small groups.

This role of collegiality is also addressed by Lambert (1985), when she recommends peer feedback and critique as essential to continued learning. Interaction which includes observation of each other's teaching, planning and problem solving may result in an ecology of growth for the adult learner. She also recommends mentoring as a relationship with similar benefits, which can be built into inservice as well as preservice training.

Tittnich (1985) discusses the dissonance created when new information is presented which clashes with the value system or beliefs previously held by the adult learner. Changing a belief system is not easy to do. Neither is changing a behavior which has been considered successfully operative in the past.

However, the life-span approach described by Sutton & Peters (1983), recognizes the possibility of change at any age. They analyze the nature of the training experience in terms of understanding the life events and personal resources of the adults entering training. The experience must be perceived as relevant to their personal and professional development. That is, adult learners are primarily concerned with whether what is learned will contribute to their employment, their job effectiveness or to satisfaction with their personal lives.

Traditionally, training has focused on the appropriate content, and the method has been largely lecture and information- assimilation types of instruction. However, it appears that the content must also be presented in a way that will enable optimal learning and competence to take place. The trainer needs to keep in mind the various ways in which adults learn, their past experiences and their stages of development, in order to determine the timing, location and nature of the training experience.

Katz (1977) describes four stages of development that teachers of young children pass through after beginning practice. In the first two stages, survival and consolidation, onsite training helps teachers deal with specific day-to-day concerns and problems. Concrete knowledge and skills that can be used immediately are preferred learning experiences. In the last two stages, renewal and maturity, exchanges with colleagues and concern with more abstract issues find conferences, seminars and other resources more effective for training. Less concrete information now may be offered at more distant locations.

Variety in timing and location of training has for a long time been offered via experiences outside of the traditional university-based model; such as correspondence courses, independent study, home study, continuing education and distance education (Ferguson & Manburg, 1985). The delivery of cost effective programs are now available through the advanced technologies of teleconferencing, video and the computer. These are widening the options and increasing the opportunities for non-traditional programs to flourish.

Interestingly, the literature on 'training the trainer' is reflective of the literature on the adult learner. This is not so surprising in view of the fact that the fundamental basis for each is analysis of adult learning.

DiPaolo (1983) compares and analyses thirty-seven train-the-trainer informational programs sponsored by professional and service organizations, colleges and universities, private training and human resource development companies and independent training consultants. He found diversity in the time, cost, nature and scope of various programs. However, all programs reflected the need for active involvement by each participant, ample opportunity to practice and apply new skills, and frequent feedback through individualized attention.

Krupp & Wheelan (1979) describe how in addition to theoretical input, trainers seem to benefit from microbehavior practice with supervisory feedback and the use of designed simulations through role play, video- and audio-tape and training simulations

In summary, the literature acknowledges the importance of continuing inservice training experiences in all areas of enterprise. What emerges is the recognition of a basic adult learning theory essential to planning inservice training or programs for staff development. Adult development is not automatic. It is a function of activity, reflection, critique and self-direction. The literature emphasizes the involvement and self-direction of the adult learner, and the need to recognize a broad diversity of contexts.

A critical dimension is the degree of correspondence between what is learned and what is demanded in the work environment. Meaning is best derived from solid experience with which to examine actions and ideas. It seems to develop in the social context where interaction with colleagues includes critique and support and serves as a model for the adult learner.

The early childhood teacher works more directly with adults than do most teachers of older children, since most programs have more than one adult per classroom. Thus the role of the teacher usually includes the responsibility for supervising and training other adults, indicating more flexibility and team-skills needed in a complex social environment. Included in this are the parents, for teachers and parents are seen as partners working together for mutual goals.

Chapter III

Anticipated Outcomes And Evaluation Instruments

Statement of General Goals

The goal of this practicum was to provide training for early childhood practitioners and supervisors, which was based on the CDA credentialing system, was cost effective, short term, and available to all interested community professionals.

Behavioral Expectations

1. Fifteen previously unserved early childhood professional practitioners would improve their classroom practices and behaviors, with increased competency in the CDA functional areas.

2. Practitioner trainees would be expected to produce thirteen written entries which demonstrated classroom competence.

3. Nine practitioner trainees would receive their CDA national credential, as reported by the project director.

4. Ten early childhood supervisors would be trained to train CDA candidates.

5. Supervisor trainees would submit three written observations and recommendations which demonstrated supervisory competence.

6. Six supervisors would become 'advisors' and facilitate the successful CDA national credentialing of at least one practitioner in their program, as reported by the project director.

7. Self-report surveys at the beginning and the end of the training program implementation would indicate positive and increased learnings gained by participating practitioners and supervisors.

8. The Training Program Model of a community outreach program for CDA practitioners and supervisory advisors, would be developed which could be duplicated for use in other locations, as described in the state college publication listing.

Evaluation Instruments

The major instrument for measurement of these objectives would be a journal of process data recorded by the project director.

1. The project director would keep careful records of all written assignments completed.

2. The project director would keep a running record on the progress of practitioner trainees as they applied for the national CDA credential; and on supervisor trainees as they facilitated the gaining of the national CDA credential by the practitioner they were training.

3. A pre- and post training survey, designed to provide data on the learnings gained in the training experience, would be utilized at the beginning and the end of the implementation period. These surveys would be distributed by the project director at a training session and would have the element of anonymity.

4. Selected video-tape recordings would be utilized in developing a Training Program Model which could be duplicated for use in other locations.

5. A Journal of selected articles and references would be collated and utilized in developing a Training Program Model which could be duplicated for use in other locations.

6. Inquiries and requests for duplication of the training model would be recorded by the project director.

7. The state college would continue to implement the Training Program Model as an integral part of their community outreach effort, as described in the state college course offering.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

There is a great deal of literature on the nature of the adult learner, particularly in relation to the importance inservice training is receiving in all aspects of the adult work arena. Since this writer is specifically interested in developing an inservice training program which is college-based and organized around the nationally recognized CDA credentialing process, programs of this nature were addressed.

It is of interest that the CDA national program effort incorporates the understandings of adult learning found in the research literature. This innovative design is based on the concepts of individualizing instruction, application of training with on-the-job experiences, and respect for the learner through positive interactions. Perceptions of the adult as a life-time learner is reflected in the nontraditional age and life-sequences of most practitioners earning their CDA credential. In addition, valid credit and a professional credential are relatively immediate and tangible pay-offs. Most importantly, training has direct relevance to the workplace.

In all CDA training models, the content is always constant; that is the CDA competencies as developed by the national assessment and credentialing system are the basis for content offered. What varies is the method of training provided and the complexity of the delivery format.

Since its inception in 1971, the CDA training and assessment has been supported by federal funds. Therefore, most programs described in the literature are funded by the federal government, and administered by state agencies and colleges. Thus, the impact on the federal program, Head Start, has been extensive, but the impact on the larger community of child care providers has been relatively small. A

more diverse resource base and/or a more self-supporting delivery system is needed to stimulate candidate growth from a broad cross-section of the field.

The University Research Corporation (1978) describes a variety of state training and delivery formats in existing programs funded by the federal government. They all follow the guidelines of the national Head Start office by offering valid college credit, integrating academic and field experiences, spending 50% of training time in supervised field experiences, individualizing the training according to need, and flexibly scheduling the length of training according to rate of acquisition.

Some offer the existing college early childhood education courses, which may be adapted to the CDA competency based program (Bramwell, 1979). Some colleges provide 100% field based on-the-job training, while others offer a field experience with each academic course (Hines & Riley, 1981; Loveless, 1981). Another variation is the development of independent self-directed field modules for college credit (Beaty, 1979). Some Head Start training offices provide CDA training through their supervisory staff and then attempt to negotiate credits through a local college or university, upon completion of CDA Portfolio development and assessment (P. Hall, personal communication, September 3, 1987).

The field supervision component is considered the most effective and most frequently used. At the same time, the high supervisor to candidate ratio makes it relatively the most expensive. In all probability, the expense of this favored delivery system is largely responsible for the limited expansion to a broader base of the early childhood field.

The programs described also vary in length of time; most are one year, with others from two to three. Although candidates may apply for assessment at any time, those in college-based training finish the available program in order receive the credits involved.

Several programs have also developed models for 'training of trainers'. One of the original CDA pilot programs developed a series of booklets describing their training, the fourth of which described a teacher trainer component (Campbell, 1976). The underlying rationale is that trainers tend to train the way

they have been trained, therefore the training received by trainers should be a model of the approach they themselves would be asked to use.

A climate of cooperation between trainee and trainer permits analysis of critical incidents in the classroom. Sensitive negotiation of this data analysis requires interpersonal skills on the part of the trainer. Variables of warmth of interaction, accuracy of understanding and the ability to offer compromises are the basis for developing a training program that will be congruent with the variables considered effective in supervisors working with CDA trainees.

In an analysis of thirty-seven train-the-trainer informational packages from various industrial, professional, academic and independent training services, DiPaolo (1983) concludes that the novice trainer needs experience in practicing and applying the skills of good instruction. He suggests that individual coaching and frequent feedback of their training performance may be achieved through live simulation or videotape, and is essential in producing effective trainers.

The use of videotape as a valuable tool in teacher training and supervision has been enthusiastically described by Frager (1985) and Meierdiereks (1981). They depict a positive and fruitful outlook for the use of video technology to mastery of teaching competencies.

Spitzer (1981) questions whether colleges and universities, as they are currently designed, can provide the kind of relevant, skills-oriented, and flexible education needed by training-practitioners in the field. He is optimistic about the potential of 'continuing education' to meet the needs of practicing training professionals. Continuing education programs can be developed at shorter notice than formal academic programs, have less institutional restraints, can lead to greater innovativeness, and may use the best available authorities as instructors.

Description of Selected Solutions

Since one intent of this practicum was to offer a cost-efficient training program to the general professional community, it seemed apparent that a field-based supervisory component would have to be limited. Yet it was recognized that this aspect is considered a critical ingredient for effective application of learnings. Consideration of how to incorporate some experiential component was a priority.

The solution selected involved offering the practitioner training congruently with the training for trainers, so the field supervision experience would be facilitated in the course design. The practitioner-participants were asked to identify their own advisor, who would act as his/her field supervisor (see Appendix B). The advisor could then also enroll in the training-of-trainers course offering, which specifically addressed the supportive role of the CDA advisor. For those practitioners whose advisors choose not to participate, the project director served as a telephone resource and provided a packet of materials developed to assist the advisor in her supervisory role.

The equivalent of fifteen sessions over a period of five months was offered on Saturday mornings for the practitioner training, with three college credits earned by the participants. The content of each session was the CDA competencies. Consultants and content specialists were hired as adjuncts to provide the training in their area of expertise. Each training session was an experiential, hands-on workshop, using simulation games and videotape to facilitate application of theory. Providing theoretical background for each session was the responsibility of the specialist, who also reviewed the written entries submitted at that session by each participant. Appropriate professional articles, which supported the content of each session, were selected for inclusion in a journal provided for each participant (see Appendix C). Although it was assumed that supervising advisors were well versed with the theory-practice content areas of the CDA competencies, they were invited to audit any or all of the content area sessions presented to the practitioners if they wished.

The equivalent of five sessions over a period of five months were offered on Saturday mornings for the supervising advisor training, with one college credit in supervision earned by the participants. The content was the interpersonal skills of the supervisory relationship and field-based skills and techniques for observing, providing feedback, joint analysis and planning. The process of training was congruent with the process considered supportive of the supervisory relationship; that is self-directed, concrete experiential, positive regard and collaborative analysis.

The project director was the coordinator of the training. Her presence at each session served as a connecting link, consistent resource, mentor support and ongoing evaluator. Individual teleconferencing with the project director was encouraged. Some funds were earmarked for selected field visits, as deemed necessary.

Selected usage of videotape at each session was utilized as a training device, and were available to students unable to attend a session. These recordings also helped assess participant needs and may be utilized in the future for training purposes.

Some participants were assisted in forming 'support teams' of two or three practitioners working in fairly close proximity. This enabled reciprocal field visits and peer feedback, as well as providing a collegial relationship for continued interaction.

It was assumed that even skilled practitioners would benefit from the structure of a study course to help them complete their CDA portfolio and accomplish the procedures necessary for assessment.

Report of Action Taken

In June, a meeting was held with the state college chairperson and the department director to gain a tentative reaction to this proposal idea. A great deal of interest was expressed in offering the described training course. A timeline was suggested to develop the course and actively solicit participants during the fall semester, with implementation during the winter and spring semesters.

Steps in the procedure to effect the solution strategy follow:

June, 1987	1. Met with college chairperson and department director for tentative reaction to training course idea.
	2. Sent tentative exploratory letter to 60 private community child care centers, soliciting interest in the training project.
August, 1987	3. Discussed training idea with CDA colleagues and solicited participation and input.
	4. Sent letter to private community child care respondents, advising them the college would contact them regarding formalized plans for training.
September, 1987	5. Submitted grant for portable video-tape recording equipment.
	6. Met with department director to prepare budget for training plan.
	7. Met with college chairperson and department director to present program for approval.
	8. Sent letter of training program to 100 private community child care centers, soliciting enrollment.
	9. Sent letter of training program to local chapters of professional organization.
	10. Began developing training program with selected colleagues.
October,1987	11. Met with selected colleagues and plan aspects of training program.
	12. Planned and implemented orientation meetings with prospective trainees.
November,1987	13. Collected articles for training manual.
	14. Sent release forms to publications to use articles in training manual.
December,1987	15. Registered trainees for Winter/Spring semesters.
	16. Prepared materials for advisors.
January,1988	17. Began training program.
	18. Distributed pre-training self-report surveys.

	19. Began video-taping for training feedback and for potential use as training tapes.
February,1988	20. Met with colleagues for interim evaluation and dialogue.
	21. Continued training program.
	22. Continued video-taping.
	23. Supplied CDA applications for trainees.
March,1988	24. Continued training program.
	25. Continued video-taping.
April,1988	26. Planned field visits, as needed.
	27. Continued training program.
	28. Continued video-taping.
May,1988	29. Continued training program.
	30. Continued video-taping.
	31. Completed training program.
	32. Distributed post-training self-report surveys.
June,1988	33. Distributed consultant feed-back questionnaires
	34. Compiled data on self-report surveys.
July,1988	35. Compiled data on trainees completing CDA assessment.
	36. Compiled data on advisors successfully helping candidates become credentialed.
	37. Met with college chairperson and department director to evaluate training program, and make recommendations.
August,1988	38. Prepared proposal for continuation of training program at the college.
	39. Met with selected colleagues for modification of future training.
	40. Prepared mailing flyer for registration in next year's training program.
	41. Prepared information for inclusion in college's continuing education publication.

42. Reviewed tapes for use with future training.

September,1988

43. Completed practicum report.

CHAPTER V

RESULTS, CONCLUSIONS and RECOMMENDATIONS

Results

The development of a cost-effective, short-term training program for early childhood practitioners and for training supervisors at the state college, based on the CDA credentialing system and available to all interested community professionals proved to be feasible and beneficial to all participants.

A three-credit course for practitioners and a one-credit course for supervisors was offered at the state college at the regular tuition rate plus a modest workshop fee to cover additional costs of secretarial services, duplication, and refreshments (see Appendix D). The five month length of both courses incorporated the winter, spring and pre-summer college sessions.

Ten professional colleagues were initially contacted by the project director, all of whom were experienced in CDA training. Their participation was solicited, and subsequent discussions focused on content for the planned training as well as the methodology facilitative of adult learning.

The thirteen CDA competencies were the agreed-upon content for classroom practitioners, and each colleague chose an area of interest and expertise in which to serve as a consultant-presenter. In addition, each was asked to submit to the project director two professional articles theoretically supportive of the competency selected and appropriate for inclusion in a Book of Readings.

The Book of Readings, compiled and edited by the project director, included at least two articles on each of the thirteen competencies with a preceding summary of the developmental context with each competency, an introductory section on developmentally appropriate practice, and a final section

containing forms to facilitate the written entries required by each participant for inclusion in a portfolio documenting applied practice.

Criteria were also established for the training sessions, such as experiential learnings, concrete materials, small group interaction, and participant feedback. Built into each session was the opportunity for the participant to articulate in writing an experience/activity in the classroom that reflected her implementation of the competency under discussion. Each consultant, with the assistance of the project director, provided time for individualized support and clarification of the participants' written entries at every session.

The supervisory aspect of the training was planned with one professional colleague who had strong expertise in the field of supervision. Her interest in the project grew as connections between supervision theory and CDA training were made. It was a mutual decision that she participate in the leadership of the five supervision training sessions.

A Book of Readings for the supervisors was compiled by the project director, which included three sections. The first dealt with the content of the CDA process, the second included articles and theory-based exercises on supervision, and the third provided a variety of forms useful to the supervisor advising a CDA candidate. Each training session included confronting the dynamic process of supervision, as well as simulated experiences for self-growth.

Twenty early childhood professional practitioners registered for the five month three-credit training program at the state college. One officially withdrew after six weeks, due to unexpected surgery. Two others never officially withdrew, however stopped attending training sessions. Telephone calls and a written request for contact by the project director were ignored by one participant. The other sent a letter to the director advising that she would not be continuing. A subsequent telephone call initiated by the project director was unsuccessful in encouraging her to persist. Seventeen participants completed the training, obtaining three valid college credits for their participation. Twelve of these participants had their CDA advisor participating in the correlative supervision training.

Eleven early childhood supervisors registered for a five-month one-credit training program at the state college. Each was the Advisor to at least one participant in the related course, with two advising two participants. One supervisor remained with the training, even though her advisee was the officially withdrawn student.

Attendance was taken at each seminar.

Table 1. Number of Absences by Participants and Supervisors

Absences	Participants	Supervisors
0	7	5
1	5	4
2	2	2
3	2	
4	1	

It is of interest that all seven participants with no absences have either been successfully assessed or are scheduled for assessment. Also four of the five supervisors with no absences have either successfully facilitated the assessment of their candidate or are working with candidates scheduled for assessment.

Each training session was video-taped, and the absent participant was given the tape to review the missed session at her convenience. This was coordinated by the project director, who was present at all sessions, and provided a continuity and ongoing link for all participants. Most participants alerted the director of an impending absence, otherwise the project director initiated a telephone call and arranged for the distribution of the video-tape.

This personal interaction between director and participant was an integral component of the training. Telephone calls were encouraged, and recorded by the project director as a possible variable of successful completion.

Table 2. Number of Telephone Contacts

Participants	Phone dialogue with Project Director	Phone dialogue between Advisor and Project Director
1	6	
2	5	3
1	4	2
1	3	3
1	3	1
1	3	0
2	2	2
2	2	1
1	1	2
1	1	1
2	1	0
1	0	2
1	0	0

It is of interest to note that the three candidates with the most frequent telephone calls and the two candidates with no telephone calls, were all successfully assessed. There seems to be no apparent relationship between telephone calls and successful completion of CDA assessment, although for some participants this accessibility of the director provided supportive feedback.

These phone calls were for information, clarification, and/or encouragement. Sometimes the participant wanted to talk about a problem in her work, other times it was a plan of action. A few seemed to have great anxiety. Three participants requested a field visit by the project director, who on two other occasions initiated this suggestion, bringing the director's on-site visits to five.

This wide range of frequency in 'supervisory-support' via phone calls and field visitation, was also apparent in the wide range in number of written entries initially submitted by the participants. The number required for successful completion of the course was thirteen; one for each competency area. However, the number required for successful completion of the portfolio for CDA national assessment was forty-one; three for each competency in addition to an autobiography and a program description.

Following the first meeting, all participants brought at least one written entry to the next session for review by the project director. Uncertainty and anxiety regarding the appropriateness of the entries was initially evident. With reassurance through clarification and/or confirmation of their efforts, fewer asked for specific feedback at subsequent sessions.

Nine participants kept up with the consultant-presenters, completing all three competency area entries by the following session and fulfilling the course requirement by the fourth session. Most brought their portfolios to each session and were observed sharing ideas and written entries with their peers. During the last month, those who had initially procrastinated apparently became conscious of the impending conclusion of the course and submitted entries in rapid succession.

The supervisors' written observations of their candidates were a basic component at each of their training sessions. Following a simulated observation via videotape at the first session, participants brought their recording of an actual field-based observation to subsequent sessions for review and discussion.

By the end of the course, two participants had already been successfully assessed by the national CDA office and four others had sent in their readiness forms and were scheduled for their assessment process. Two months after the conclusion of the course, the following results are reported.

Table 3. Assessment Results Two Months after Training

	Participants	Advisor in Program
Successfully Assessed	9	7
Assessment Date Scheduled	4	3
Planning Later Assessment	2	1
Not planning assessment	2	1

An objective was that nine practitioners out of fifteen, or sixty percent of the practitioners would successfully be assessed and receive their CDA national credential. Including those who already have a date for their assessment, thirteen out of seventeen, or seventy-six percent achieved this goal.

Another objective was that six out of ten, or sixty percent of the supervisors would successfully facilitate the CDA national credentialing of at least one practitioner in their program. Including those who already have a date for the assessment process, nine out of eleven, or eighty-two percent achieved this goal. Note that one supervisor is the advisor for two practitioners who have been assessed, and one supervisor is the advisor for one practitioner scheduled for assessment and one practitioner not planning assessment.

In order to evaluate the learnings gained in this training project, both pre- and post-questionnaire survey were utilized (see Appendixes E and F). The following questions and responses were reported.

Table 4. Changes Reported by Practitioners

1.I have a clear understanding of the CDA assessment process

	not at all	just a little	somewhat	quite a bit	very much
Pre-		4	7	6	2
Post-				4	10

2.I feel more competent in the following competencies

Safe:				
Pre-	3	5	10	2
Post-			6	10
Healthy				
Pre-	1	6	10	3
Post-			6	10
Learning Environment				
Pre-	3	8	8	
Post-		1	4	11
Physical				
Pre-	2	9	7	1
Post-		1	4	11
Cognitive				
Pre-	5	8	5	
Post-		3	7	6
Communication				
Pre-	1	8	10	1
Post-		2	4	10
Creative				
Pre-	3	9	6	1
Post-		1	4	11
Self				
Pre-	4	7	7	1
Post-		1	4	11
Social				
Pre-	2	9	8	1
Post-		1	4	12
Guidance				
Pre-	5	8	6	
Post-		2	6	8
Families				
Pre-	3	8	7	2
Post-		1	6	9
Program Management				
Pre-	6	12	1	
Post-		3	4	9
Professionalism				
Pre-	6	10	2	
Post-		4	5	7

3. I feel confident in applying for CDA assessment

Pre-	2	8	7	1
Post-	1	3	4	8

Responses were clearly in the more positive columns following the training sessions than prior to training for each aspect of the training content. The post-questionnaire included an additional page requesting comments on (1) the most helpful aspects of the training, (2) the continuing needs, and (3) additional suggestions.

Under 'most helpful', eight participants commented on the various 'experts' they were exposed to; five commented on the positive aspect of sharing ideas and problems with peers; and four related their growth in confidence due to a deeper understanding of their own practice. Other comments were on the 'positive atmosphere', the 'games and role-playing situations', and the coordinator's availability.

To the question "What I would have liked more of?", seven participants indicated they wanted more time and more classes.Other comments were 'more of the coordinator's input', more cognitive, and two specific requests for training on infant and toddler development.

Additional suggestions included eliminating the double sessions which involved a full day of training, more specific attention to building the self-confidence of the participants and a request for more background in basic child development.

The advisors in the supervision course also responded to a similar pre- and post-questionnaire (see Appendixes G and H), with the following reported results.

Table 5. Changes Reported by Supervisor/Advisors

1.I have a clear understanding of the CDA assessment process

	not at all	just a little	somewhat	quite a bit	very much
Pre-		2	7	1	1
Post-				4	7

2.I feel competent in the following supervisory skills

Observing				
Pre-			8	3
Post-			4	6
Recording				
Pre-			8	3
Post-			9	2
Giving Feedback				
Pre-		1	7	3
Post-		1	5	5
Conferencing				
Pre-		3	3	5
Post-		1	5	5
Setting Goals				
Pre-		3	5	2
Post-		1	4	6
Providing Resources				
Pre-		2	5	4
Post-		1	6	4

3.I feel confident in my role as CDA Advisor

Pre-		2	8	1
Post-			4	7

It is of interest to note that although there was clear movement in the direction of gained learnings, in some areas it was slight and with one supervisory skill, 'Recording', it was in a negative direction. One Advisor responding on the pre-questionnaire with indications of 'very much' on all items, commented that she "had been an advisor for two other persons, but quite a while back. I really need to be brought up to date." However, the post-questionnaire for this participant indicated 'quite a bit' on four items, indicating a lesser sense of competency in these areas, with no comments noted.

Perhaps this reflected a newly-perceived awareness of the potential depth in the role of supervisor-advisor; a consciousness-raising of a higher level of supervision. Discussions and activities in the group sessions would tend to confirm the possibility that other supervisors might also have experienced this. Particularly the supervisors' sense of 'feedback' was qualitatively not what they originally thought.

Comments from the supervisors were as follows. "The best learning was that which required practice and reporting to the class", "This has given me a foundation to continue staff training using CDA.", "The 'vertical' grouping and support provided for both candidate and advisor was invaluable.", "The functional areas, enthusiasm and language has spilled over into our entire center.", "This helped me get organized.", "Helpful to meet peers on a regular basis.", "I earned my M.Ed in early childhood last year, but learned more in this class than in many of those classes.", "We were prepared in every way to complete this process, thanks to your guidance."

The positive comments on including both practitioner and supervisor simultaneously, supports the conceptual design of the training project. The comments on 'practice' and 'reporting back', supports the research on learnings based on meaningful and practical experiences. The reported value of the peer group social interaction is also supported in the research.

Three additional questions were included in the post-questionnaire.

Table 6. Additional Post-Questionnaire Data

	not at all	just a little	somewhat	quite a bit	very much
I feel confident in the supervisory skill of group leadership					
Post-			1	6	4
I feel more able to develop staff training around CDA competencies.					
Post-			1	5	5

This course should be repeated	Yes (11)	No (0)
as a workshop	5	
as a continuing education unit	9	

The first two questions reflected the inclusion of content not originally planned, and the third question provided feedback for future planning.

An interesting episode occurred several weeks into the course when two candidates, working in the same center, came into class upset and frustrated. They relayed that they had been trying to make changes and "now things are worse". With some gentle probing, it appeared they felt the dissonance of new information clashing with previous behaviors. They expressed a loss of control and a perception that the children's behavior had deteriorated. The group discussion focused on the process of 'change' and how change creates stress. Strategies for coping with change through acknowledgement, anticipation, planning, timing, adaptation, and collaboration were aired.

The following week, two supervisors from this very center entered proclaiming, "There's a revolution going on in the center" due to these two candidates. Their newly-experienced unhappiness with practices they had been employing for years, led them to try to change too much too fast. One supervisor stated "They want to throw out the baby with the bath water." The group discussion on 'change' which ensued, was similar but had two additional perspectives. One was of the helping-relationship role of the supervisor in assisting candidates to examine their feelings about behaviors and how to work with them. The other was the role of the system itself and it's readiness to support change.

This incident proved to be a real example of a system brought into confusion, and where this training model of vertical involvement became an enabler for resolution. The organization of the training model provided philosophical coherence, with congruent goals for all those in the system.

To further assess the strengths and weaknesses of this training project, post-questionnaires were sent to each consultant-presenter (see Appendix I).

Several strengths were frequently reported, such as; "the diversity of the group", "having a consistent person available to provide input regarding other aspects of the training", "the project-director as a link to the participants", "the opportunity to focus on content in a specific area opened up new possibilities", and the "variety of consultants participating".

This latter strength revealed a differing and seemingly contradictory rationale. Several consultants assumed the commonality of the presenters, as expressed by; "knowing the candidates were hearing a common philosophy was a strength", "I liked hearing that my point of view was expressed by others", and "Each presenter brought own style, ideas and examples. Hearing the same concept from different people aids understanding". Others assumed diversity, as expressed by; "exposure to a variety of viewpoints and philosophies encouraged students to challenge and raise questions", "integrating various viewpoints helped pull together their own ideas", and "comments on other presenters showed an openness to different specialists". It is of interest that both consultants and participants viewed the variety of presenters as positive, even when considered from opposite perspectives.

The weaknesses were; "not knowing anything about the group of participants", "no time to build trust or a relationship with the participants", "not being able to gear the presentation to their specific needs", "not knowing what had already been presented", "lack of continuity for the presenter", "I don't know what they got from my part of the training", "focus not on students", and "no feedback in terms of their writing", and "no communication between presenters".

Suggestions for future revision primarily reflected the above-stated weaknesses with comments such as "share some information about the group with the presenters ahead of time", "build some continuity for the presenter into the project", "narrow consultants to a smaller number, so each can meet more frequently with participants and follow through at subsequent sessions".

In addition, one consultant suggested a reorganization of the order of content presented, and another specifically suggested a process of having participants bring material and/or data to each session, so the presenter can react to the participant's experience. This latter suggestion reflects a previously discussed strength in the supervisor's post survey questionnaire, and an uneven application in the practitioners' training experience.

The participating consultant to the supervisory training responded to a similar questionnaire, expressing the strength of shared leadership. Co-leaders give each other feedback, contribute differing perceptions, and provide a model of interpersonal dynamics.

Conclusions

Based on the data described above, and the recorded requests from the community of interest for this training in the future, a meeting was held with the college department chairperson and center director. The project director reported that thirty-one inquiries were received in the department, from persons knowing someone in the current training, requesting registration information for the next semester.

It was further reported that a few participants had made inquiries regarding the matriculated programs available at the college, with implied intention to enroll at the college. In addition, several supervisors, who were alumni of the college, expressed gratitude for this additional opportunity to gain training at the college. The college department leadership communicated active support for the continuation of this training program.

Analysis of the data and comments from all those participating in this training effort, influenced some modification in several aspects of the training design.

The 'vertical' model of simultaneous training of both practitioner and supervisor, was assessed as potently effective and meriting continuing implementation. This will be encouraged in the future by offering a 'package-discount' when both program personnel participate in the training (see Appendix J).

The three-credit practitioner course over a five month period was experienced by many as too compressed a time frame. Following consultation with the college Registrar, this course offering will be amended to an eight month period, with enrollment in the fall semester and an 'incomplete' grade permitting continuation until the completion of the spring semester. The valid credits earned were

perceived as a fundamental base for employment evaluation and for CDA requirements. The one-credit supervisory course will be continued as designed.

The numerous consultants utilized in the training effort will also be altered in the future. Although the participants commented positively on experiencing a variety of 'experts', the consultants reported the lack of continuity, interpersonal relationship and follow-up to be a weakness. Modification will involve three different presenters, each responsible for one-credit or five meetings. The three training staff members will increase their communication, as they plan areas of responsibility, the sequential organization of presentation, on-going feedback on the training process, and increased implementation of concrete training experiences.

The practitioner Book of Readings was considered useful in its format, and beneficial in its content. Although the readings were initially selected by the contributing consultants, not all specifically referred to them not were they consistently utilized prior to the presentation. The articles were primarily used to help the practitioner articulate in writing the implemented practice. There may be some substitution of articles, however in essence the readings will remain the same. There has already been several requests for purchase of the Book of Readings, and duplication costs are being investigated. The supervisor Book of Readings will be continued as is.

Another modification will be to increase the work-based experience of the practitioner in the training sessions. Most consultants presented a simulated experiental situation for the participants' to react to, rather than the consultant reacting to the 'practice' data brought in by the participants. This latter format was successfully utilized in the supervisory meetings, where classroom simulated role-playing facilitated on-the-job implementation which was subsequently brought back to the following session for group interaction. With fewer consultants meeting more frequently with the participants, each presenter will have more opportunity to establish a relationship with and focus on the students. With a better sense of each participant, the relevance of each session to the practitioner will be maximized.

Videotape was utilized to create a group field-based experience, to provide feedback to participants' behaviors in simulated situations, and for review by absent candidates. There is potential for using some of these tapes by other trainers, however analysis reveals uneveness of content and roughness of technological selection. There is great usefulness of these tapes for analytic purposes, but they are missing the quality standard of a finished production.

In summary, this training program surpassed its goals for a short-term, cost effective model, based on knowledge of adult learning, which would support both the achievement of the CDA credential by practitioners and the facilitation of the earned credential by supervisors. Modifications to increase the field-based experience of the practitioner in the training sessions find substantiation in the supervisory implementation. By strengthening the vertical organization of both practitioner and supervisor in a congruent systemic training relationship, a consistency of the inter-related parts was achieved.

Dissemination

Dissemination has begun with a request for consultative services to a local community college. The request was initiated by one of the supervisors in the training program following a meeting of early childhood directors where the need for staff training was discussed. CDA training leading to the recognized, for licensing purposes, credential was recommended. Many directors expressed their desire to gain training in order to actively participate as Advisors. A meeting with the author, representatives from the directors' group and the community college department, is planned to explore duplicating the described training model.

Other components for dissemination include publication of an article in the Life Skills News, and submission of the practicum findings to the National Association for the Education of Young Children journal.

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APPENDIX A

PROBLEM DOCUMENTATION LETTER

Montclair State College

UPPER MONTCLAIR NJ 07043

March 30, 1987

Dear Director:

In response to the many requests we have received to provide CDA Training for adults working with pre-school children, the following tentative plan is being formulated.

Next Fall, 15 training sessions will be offered in Early Childhood Education and CDA portfolio preparation. Sessions will be held every other Saturday morning beginning September 15th through May 1, with 3 credits awarded following completion. The tentative cost will be $200.

In addition, for those expressing interest, a 1 credit, 5 session module will be offered for Head Teachers/Education Coordinators/Directors who want trainining in order to serve as Advisors for the CDA candidates in their programs. This group will also meet on Saturday mornings at MSC; tentatively planned for once in September/November/January/February/March. The tentative cost will be $75.

Please detach and return the form below. This is not a commitment but an indication of interest, enabling the Life Skills Center to proceed with this outreach.

Thank you for your feed-back.

Sincerely,

Joan D. Bernstein
Director
Life Skills Center
(201) 893-4172

Roz Lenhoff
Project Director
Northern N.J. CDA Training
(201) 893-7351

Return to: Ms. Roz Lenhoff, Life Skills Center-Mallory Hall -V116
Montclair State College, Upper Montclair, N.J. 07043

I am interested in the tentatively-planned MSC-CDA training program:

For CDA Candidate ( )How many?_____ For CDA Advisors( )How many?_____

Name of Program_____

Address_____

Telephone No._____

Authorized Personnel_____

LIFE SKILLS CENTER

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION INSTITUTION

APPENDIX B

PROGRAM ORIENTATION AND ADVISOR IDENTIFICATION LETTER

Montclair State College

UPPER MONTCLAIR NJ 07043

SAVE THE DATE!!!

Dear Director:

Thank you for your response to our proposed CDA Training Program. Encouraged by the positive reaction to our letter, we are planning to offer this training during the Winter/Spring Semester.

Please save **October 16, 1987** for an Orientation and Registration Day. More specifics will follow.

We do suggest that each candidate identify an Advisor, i.e., Head Teacher, Education Coordinator or Director, who will assist in the assessment process.

The Montclair State College Training Project will offer the "Training of Trainers" component for interested Advisors.

Keep posted for further information.

Joan D. Bernstein, Director
Life Skills Center
Tel. No. [201] 893-4172

Rosalyn Lenhoff, Director
Northern NJ CDA Program
Tel. No. [201] 893-7351

LIFE SKILLS CENTER

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION INSTITUTION

APPENDIX C

INCLUSION OF PROFESSIONAL ARTICLES PERMISSION LETTER

Montclair State College
UPPER MONTCLAIR NJ 07043

Dear

As part of my Doctoral Program with NOVA University, Fort Lauderdale, Florida, I am compiling a Book of Readings, to be used with students in early childhood education.

I am requesting your permission to include the article(s) on the attached page.

A permission slip form and a self-addressed envelope is enclosed to expedite your reply as soon as possible. If there is a specific way in which you wish to be credited, please let me know.

Thank you for your time and cooperation.

Sincerely,

Rosalyn Lenhoff
CDA Training Project Director

Enclosure

I hereby grant permission to:

Rosalyn Lenhoff
CDA Training Project Director
Life Skills Center
Montclair State College
Upper Montclair, NJ 07043

to include the following article(s) in her Book of Readings for students of early childhood education.

Signature _____

Position _____

Date _____

APPENDIX D

DESCRIBED COURSE OFFERINGS LETTER

Montclair State College

UPPER MONTCLAIR NJ 07043

December 15, 1987

Dear Early Childhood Educator:

In response to the many community requests we have received, to provide CDA training for adults working with pre-school children, the following training plan has been formulated.

* CDA Competency-Based Early Childhood Education

Fourteen (14) Saturday sessions will address each CDA competency through hands-on experiences. Candidates will be supported in writing CDA entries, leading to the attainment of the CDA credential, for their portfolio at each session. See attached schedule. Cost: $200.00

* CDA Competency-Based Early Childhood Supervisor

Five (5) Saturday sessions will address the role of the Advisor to CDA candidates. Video-taped observations and role-taking will support supervisors in developing CDA in-service training for their staff, which will lead to the CDA credential. See attached schedule. Cost: $75.00

Please detach and return the form below if you are interested in participating in this experience.

Sincerely,

Roz Lenhoff
CDA Project Director

Attachment
RL:eb

Return to: Ms Roz Lenhoff
Life Skills Center - Mallory Hall, Room V-116
Montclair State College
Upper Montclair, New Jersey 07043

I am interested in the MSC-CDA Training Program:

For CDA Candidate ☐ For CDA Advisor ☐

Name_____

Name of your program_____

Address_____

Telephone Number_____

LIFE SKILLS CENTER

APPENDIX E

PRACTITIONER PRE-QUESTIONNAIRE SURVEY

Q U E S T I O N N A I R E

(CDA Candidate)

Name:

Date:

Directions: Please answer the following by checking the appropriate column.

1. I have a clear understanding of the CDA assessment process.

not at all	just a little	somewhat	quite a bit	very much so

2. I feel competent in the following CDA competencies.

SAFE					
HEALTH					
LEARNING ENVIRONMENT					
PHYSICAL					
COGNITIVE					
COMMUNICATION					
CREATIVE					
SELF					
SOCIAL					
GUIDANCE					
FAMILIES					
PROGRAM MANAGEMENT					
PROFESSIONALISM					

3. I feel confident in applying for CDA assessment.

not at all	just a little	somewhat	quite a bit	very much so

APPENDIX F

PRACTITIONER POST-QUESTIONNAIRE SURVEY

Q U E S T I O N N A I R E

(CDA Candidate)

Name:

Date:

Directions: Please answer the following by checking the appropriate column

1: I have a clearer understanding of the CDA assessment process

	Not at all	Just a little	somewhat	quite a bit	very much so

2: I feel more competent in the following CDA competencies.

SAFE					
HEALTH					
LEARNING ENVIRONMENT					
PHYSICAL					
COGNITIVE					
COMMUNICATION					
CREATIVE					
SELF					
SOCIAL					
GUIDANCE					
FAMILIES					
PROGRAM MANAGEMENT					
PROFESSIONALISM					

3: I feel confident in applying for CDA assessment.

4: The most helpful aspects of this course were:

5: What I would have liked more of was:

6: Any additional suggestions:

APPENDIX G

SUPERVISOR/ADVISOR PRE-QUESTIONNAIRE SURVEY

Q U E S T I O N N A I R E

(CDA Advisor)

Name:

Date:

Directions: Please answer the following by checking the appropriate column. Use the same legend for the categories listed in part two.

1. I have a clear understanding of the CDA Assessment process.

not at all	just a little	somewhat	quite a bit	very much so

2. I feel competent in the following supervisory skills.

OBSERVING				
RECORDING				
GIVING FEEDBACK				
CONFERENCING				
SETTING GOALS				
PROVIDING RESOURCES				

3. I feel confident in my role as CDA Advisor.

not at all	just a little	somewhat	quite a bit	very much so

QUESTIONNAIRE

(CDA Advisor)

APPENDIX H

SUPERVISOR/ADVISOR POST-QUESTIONNAIRE SURVEY

Name:

Date:

Directions: Please answer the following by checking the appropriate column:
Use the same legend as Question #1 for #'s 2, 3 and 4

(1)I have a clearer understanding of the CDA Assessment process.

not at all	just a little	somewhat	quite a bit	very much so

(2) I feel more competent in the following supervisory skills:

OBSERVING					
RECORDING					
GIVING FEEDBACK					
CONFERENCING					
SETTING GOALS					
PROVIDING RESOURCES					
GROUP LEADERSHIP					

(3) I feel more confident in my role as CDA Advisor.

(4) I feel more able to develop staff training around CDA competences

(5) I think this course should be repeated?

	Yes	No
as a workshop ?		
as a continuing education unit?		

(6) Please use back for additional comments and/or suggestions.

Consultant Questionnaire

Your response to the following questions will enable a review and revision of the CDA training program implemented this year.

Thank you for your continued participation in this community outreach project.

1. What I felt were the strengths of being a consultant-presenter for the CDA project.

2. What I felt were the weaknesses of being a consultant-presenter for the CDA project.

3. Suggestions for future revision of this CDA training project.

Program

In response to the many community requests received to provide CDA training for adults working with pre-school children, the following training programs are offered.

CDA Competency-Based Early Childhood Education:
3 Undergraduate credits

Time: Fifteen Saturday morning sessions from September 24 Through May 20

CDA Competency-Based Early Childhood Supervision:
1 Graduate credit

Time: Five Saturday morning sessions from January 14 through May 6

Place: Department of Home Economics: Finley Hall Montclair State college

It is encouraged that programs have a supervisor and a candidate participate.
* Note reduced 15% workshop fee for registration in both programs.

Registration

Name _____
Home Address _____
_____
Telephone _____

Register on or before September 24, 1988.

CDA Competency-Based Early Childhood Education:

Total cost: $232.50
Tuition:$187.50 (3 credits)
To be paid at first session
Workshop Fee $45.00 (will insure place in course and provide materials)

CDA Competency-Based Early Childhood Supervision

Total cost: $131.25
Tuition $106.25 (1 credit)
To be paid first session
Workshop fee $25.00 (will insure place in course and provide materials)

Make Workshop Fee check payable to:
Life Skills Center
Montclair State College

Content

CDA Competency-Based Early Childhood Education will provide training in each of the thirteen CDA functional areas, and will include:
- Simulations
- Hands-on Experience
- Practice in written portfolio entries

CDA Competency-Based Early Childhood Supervision will train supervisiors to act as Advisors to staff preparing for the national CDA credential, and will include skills in:
- Observations
- Recordings
- Conferencing
- Staff Development

Training Staff

Roz Lenhoff, M.A. CDA Project Director/Advisor. Adjunct college instructor. National CDA Representative.

Davida Hirsch, M.A. Group teacher CDA Training Director/Advisor. Adjunct college instructor.

Lauretta Freeman, MA. CDA Advisor. Adjunct college instructor. National CDA Repres[illegible]